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Description automatically generatedThe Oakfield Governor

# Role of an Oakfield governor

**To collaborate as a governing board, ensuring consistently high standards of achievement for all children and young people in the school by your commitment to:**

* **setting the school’s vision, ethos and strategic direction**
* **holding the headteacher, and leaders, to account for the educational performance of the school and its pupils**
* **overseeing the financial performance of the school and making sure money is well spent**
* **ensure the school conforms to all statutory responsibilities**
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* **attending half-termly Governors’ meetings.**

|  |  |
| --- | --- |
| Chair | Mr Ian Green |
| Vice Chair | Mrs Julie McIntosh |
| Clerk | Ms Joy Edge |
| Governor Responsibility | See Table Below |

# As an Oakfield Governor, you are expected to:

|  |  |
| --- | --- |
| **Communicate through strategic discussions at governing board meetings which support:**   * the vision and ethos of the school * clear and ambitious strategic priorities and targets for the school * considering all children, including those with special educational needs, having access to a broad, engaging, equitable curriculum. * the school’s budget, including the expenditure of the pupil premium allocation * the school’s staffing structure and key staffing policies * the adoption of, and adherence to, all statutory (and non-statutory) policies | **Hold all leaders to account by monitoring the school’s performance; this includes:**   * agreeing the outcomes from the school’s self-evaluation * ensuring they are used to inform the acting as a link governor on a specific issue, communicating relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority priorities in the school improvement plan (SIP) * considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance * asking challenging questions of school leaders * ensuring senior leaders have developed the required policies and procedures and the school is operating effectively & consistently according to those policies * listening to, and reporting to, the school’s stakeholders: pupils, parents, staff, and the wider community, including local employers * celebrating key successes and challenge future developments |
| **Ensure Oakfield staff have the resources and support they require to do their jobs well:**   * including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has impact. |
| **In order to perform this role well, a governor is expected to commit to the following:**   * get to know the school, including visiting the school * attend induction training and regular relevant training and development events * attend meetings (full governing board meetings half termly) and read all the papers before the meeting on Governor Hub * act in the best interests of all the pupils * behave in a professional manner, as set down in the * governing board’s code of conduct, including acting in strict confidence | **When required, serve on panels of governors to:**   * appoint the headteacher and other senior leaders * appraise the headteacher * set the headteacher’s pay and agree the pay recommendations for other staff * hear the appropriate stage of staff grievances and disciplinary matters * hear appeals about pupil exclusions |
| **The role of a governor is largely a thinking and questioning role, not a doing role.**  A governor does NOT:   * write school policies * undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience * spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school * fundraise – this is the role of others such as a PTA, the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks * undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by reviewing data from the senior staff and from external sources * do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board needs to consider and rectify this | |
| **As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (eg as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice chair and chairs of committees.** | |
| **As a governor you will be allocated a specified area of focus which you will oversee during a monitoring visit and report back to the governing body. These roles include:** | |
| * Quality of Education/Leadership ( Ian Green) * Safeguarding/ PLAC & LAC (Julie McIntosh) * Health & Safety (Jeanette Royale) * Finance ( Geoff Porritt) * Behavior/ Attitudes (everyone) | * SEND (Tracy Cornes) * EYFS (Sam Tyrer) * Personal Development ( Laura Bevan/Louise Goodall) * Sports & Pupil Premium (Eric Bourke) * Safer recruitment (Eddie Dourley/Eric/Julie) |
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Oakfield Community Primary & Nursery School